

Skills 8

Skill Practice 1

(I couldn't insert symbols, sorry.)

1 a) **came** [k] b) **shoe** [ʃ] c) **tin** [t] d) **cheap** [tʃ]

2 Different: **then** [ð] **throw** [θ]

3 a) **fetch** [tʃ] b) **five** [v] c) **eating** [n] d) **eleven** [n]

4 a) [n] as in **king** b) and also [ʃ] as in **pleasure**

Skill Practice 2

1 six: Bilabial, Labiodental, Interdental, Alveolar, Palatal, and Velar (figure 1)

2 a) Stops b) Fricatives c) Affricatives (see table 2)

3 (please see table 2, we can't write symbols)

a) affricates b) voiceless stops c) voiced fricatives

4 a) velar b) bilabial c) interdental (fig. 1)

5 a) articulatory phonetics = the scientific study... are produced

b) place of articulation = where the flow... vocal tract

c) manner of articulation = how the flow... classes of sounds

d) voiced sounds = During a voiced... to vibrate

Skill Practice 3

1 Males use multiple negation markers more regular than females. (table 3)

2 The middle class uses multiple negation markers less than the working class.

3 The author's main focus is on variable of gender. (par 1, lines 5-7)

4 The use of more than one negative marker. (par 2, lines 3-6)

5 Sociolinguistic gender pattern. (par 1, 3-5)

Reading 3

Getting the first idea about the article

1. Table 3.1 shows the English pronunciation of the same child at the ages of 24 and 30 months. The table tells you that the article will examine how a young child's pronunciation of English develops.
2. Column 1: fifteen English words; Column 2: the Standard English pronunciation of each word; Column 3: the child's pronunciation of these words at the age of 24 months; Column 4: the child's pronunciation of the same words six months later.
3. Look at each example in columns 2 and 3; then do the same for columns 2 and 4.
4. Look at each example in columns 3 and 4.
5. (b) and (d). You see this by comparing columns 2 and 3. Find examples where the first sound in a word is the same in each column, i.e., examples 3-4 and 7-8.
6. No, he can't. He uses (b) for (p) and (d) for (t). You see this by finding words in column 2 that begin with (p) and (t). you find examples 1-2 and 5-6. Then you check the child's pronunciation of the same words in column 4.
7. Check column 2 and find words beginning with two consonant sounds (examples 13-15). Then check Michael's pronunciation in columns 3 and 4. You find that he replaces each pair of consonants with a single consonant; the single consonant is always (b) or (d).

While you read

Interpret the child's... par 2, lines 1-3

This question... par.2 lines 6-7, also par 3, lines 6-9
There are distinct.... 1) par4, lin 2-3, 2) par4, lin 4 3) par 4, lin 5-7
Two types... 1) par5, line 2) par5 lin 8-9
When we... b)
This... par7 lin2-3

Main Idea Check

2,5,3,1,7,4,6

A Closer Look

- 1) a) consonant clusters: def par5, lin 10-11 examples 13-15 in table 3.1
b) simplification of consonant clusters: def par5 lin10-12 examples 13-15 in table 3.1
c) patterns of substitution: def par5. lines 2-3 examples 1,2,5,6,9,10,11,12 in table 3.1
- 2) b d
- 3) b,c,d
- 4) True
- 5) True
- 6) True

Vocabulary Study

- 1) emerge
- 2) resemblance
- 3) accurately
- 4) account for
- 5) comprehensible
- 6) vague
- 7) random
- 8) utterance
- 9) representative
- 10) stage
- 11) initial
- 12) substitution
- 13) sequences
- 14) capacity
- 15) imitating

Vocabulary Study

- 1) properties
- 2) samples
- 3) reveals
- 4) exposed to
- 5) construct
- 6) innate
- 7) mature
- 8) investigation
- 9) consistent with
- 10) range